

Vermont Alternate Assessment

(formerly known as PAAGE)

September 2008



Questions

In order to keep us *moving along*, we would like you to hold your questions. We will have a specific time for responding. Please make your questions *applicable to the group*. We will be happy to answer specific/individual questions *at the end* of our presentation.

Thank you!



Memo to the field..

“Significant and fundamental change”



WHY so much so fast when we were just getting the PAAGE right!!!!

- 55% Academic
- 11% → x% proficient or proficient with distinction
- 65% Local scores upheld

Federal Compliance Agreement

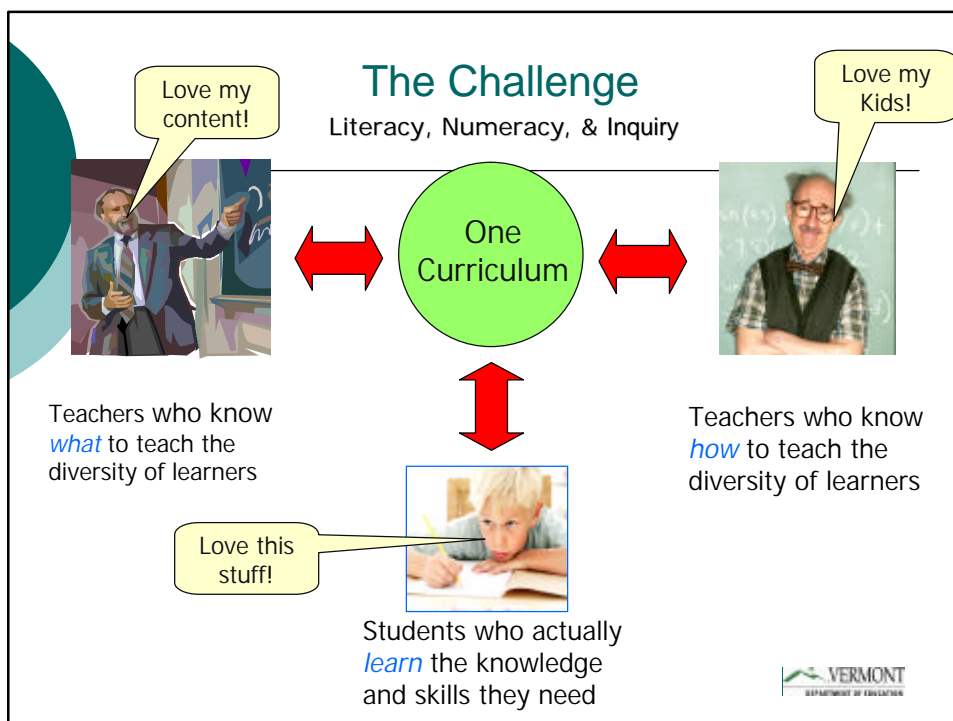


Your Team's Decision...

All things considered...

What's the best thing to do
for the student

It's not perfect. Do the best you can.



Opportunities to Learn

- One Curriculum
- ALL students should be accessing reading (literacy) and math (numeracy) and science (inquiry) in whatever way is most appropriate for them.
- If it is not on their IEP, we have to assume that they are receiving instruction in these content areas in the general education classroom.



Who am I?

Typical

- Multiple complex disabilities
- Limited Communication
- Other Disabling Conditions
- Very Low Levels of Academic Achievement
- Highly Specialized Instruction
- Extensive and Long term Levels of Support
- <1% Tested students

Probably Not

- Former OLT students*
- ED students
- ELL students
- Out of state placements

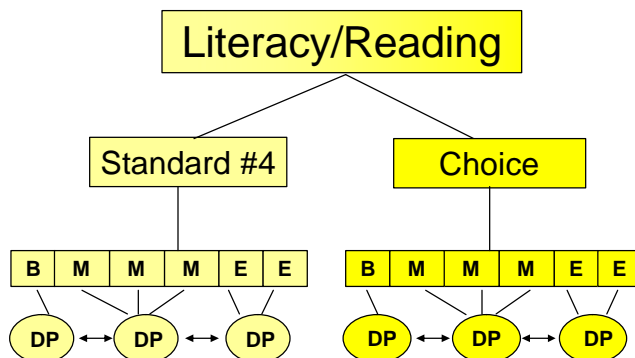


VT Alternate Assessment Basics

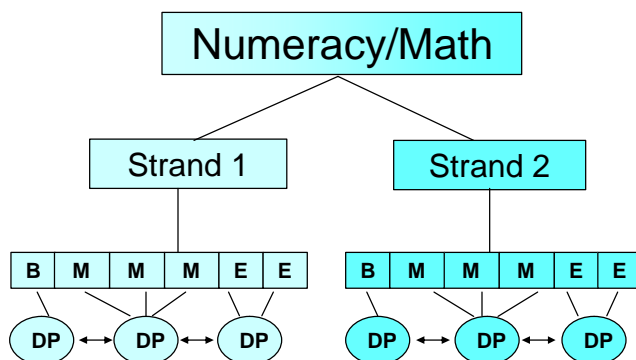
- Alternate assessment of student academic achievement in gr 2-7 & 10 for reading and math; 4, 7, & 10 for Science
- Advance approval from DOE (Documentation of Eligibility)
- Up to 3 Content Areas (Literacy, Numeracy, Inquiry)
- Advance declaration of assessment tasks
- Learner Profile
- Zone of Proximal Development form/Baseline data
- Primary source and/or secondary source annotated data
- Formal organization (Table of Contents)
- Explicit documentation
- Principal Agreement
- Local Scoring



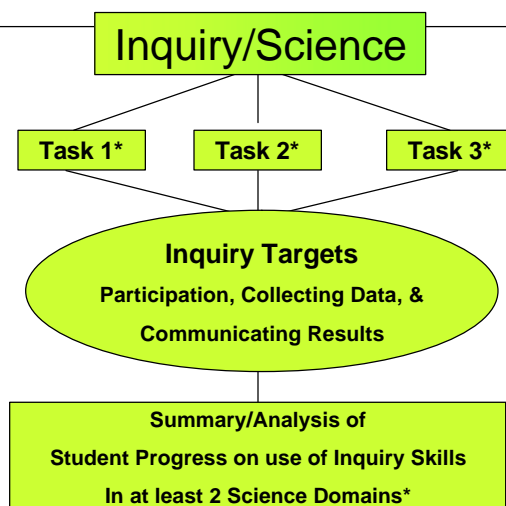
Content Area Structure



Content Area Structure



Content Area Structure



**Vermont Alternate Assessment Table of Contents
2008-2009**

Student Information:
 Name: _____ Disability Category: _____
 School: _____ Grade: _____
 Team Leader/Case Manager: _____
 Email: _____ Phone: _____ Ext: _____

Each of the boxes indicated with a YES must be checked in order for this Alternate Assessment to be scored.

APPLICATION DOCUMENTATION:
☐ YES* A Documentation of Eligibility for Alternate Assessment was submitted to the DOE by November 15th and this student is approved for an alternate assessment. The DOE has the original form. Please do not submit copies. (See the verification report sent to building principals prior to January 15th for evidence of AYP approval.)
☐ YES* A Learner Profile (attached to the Doc. of Elig.) has already been submitted to the DOE.
☐ YES* A ZPD Finder worksheet has already been submitted to the DOE.
☐ YES* The Declaration Coversheet and a separate Documentation of Progress (Baseline) form and annotated data samples for each of the alternate assessment content areas was submitted by November 15 and copies are included in the portfolio.

SUBMISSION DOCUMENTATION:
☐ YES ☐ NO A short narrative/explanatory letter to the Institute scorers has been included. *(Please note: This is not required but highly recommended by scorers in order to help them fully understand the extraordinary circumstances of the student and his/her program.)*
☐ YES* The Principal has reviewed the portfolio and a signed Principal's PAAGP Responsibilities Agreement is included.
☐ YES* A Student Achievement Rating score sheet is included in the portfolio.


LITERACY (Reading)
☐ YES* Completed Documentation of Progress (Midline & Endline) forms for this content area is included.
☐ YES* Annotated midline and endline data samples are attached to the above to support the related sections in the ANALYSIS/INTERPRETATION. Baseline data was submitted at the time of application.
☐ YES ☐ NO An AT-A-GLANCE SUMMARY of the data is also included

NUMERACY (Math)
☐ YES* Completed Documentation of Progress (Midline & Endline) forms for this content area is included.
☐ YES* Annotated midline and endline data samples are attached to the above to support the related sections in the ANALYSIS/INTERPRETATION. Baseline data was submitted at the time of application.
☐ YES ☐ NO An AT-A-GLANCE SUMMARY of the data is also included

INQUIRY (Science)
☐ YES* Completed Documentation of Progress (Midline & Endline) forms for this content area is included.
☐ YES* Annotated midline and endline data samples are attached to the above to support the related sections in the ANALYSIS/INTERPRETATION. Baseline data was submitted at the time of application.
☐ YES ☐ NO An AT-A-GLANCE SUMMARY of the data is also included


Thank you for mailing the **completed portfolio** to the Department of Education, Alternate Assessment Program, 120 State Street, Montpelier, VT 05620 by June 1st. It is recommended that it be shipped via UPS so that it can be tracked.

Table of Contents



First Section

Application Documentation



Application Procedures

- Learner Profile
- Documentation of Eligibility
- Zone of Proximal Development Finder Worksheet/Science Coversheet
- Baseline Data Samples
- Declaration Coversheet
- Due date: November 15th



Documentation of Eligibility 2008-2009 Vermont Alternate Assessment									
STUDENT INFORMATION: Name: _____ Grade: _____ School: _____ Date of Birth: _____ Age: _____ Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male Meeting Date: _____									
TEAM INFORMATION: <table style="width: 100%;"> <tr> <td style="width: 60%;">List Member Names: (signatures not required)</td> <td style="width: 40%;">Position/Role</td> </tr> <tr> <td>_____</td> <td><u>Parent/Guardian</u></td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>		List Member Names: (signatures not required)	Position/Role	_____	<u>Parent/Guardian</u>	_____	_____	_____	_____
List Member Names: (signatures not required)	Position/Role								
_____	<u>Parent/Guardian</u>								
_____	_____								
_____	_____								
Team Leader/Contact Person: _____ E-Mail: _____ Phone: () _____ Ext: _____									
The EDUCATIONAL TEAM is applying for an alternate assessment to replace the following general grade level assessment(s): (Check all that apply) <input type="checkbox"/> VT-DRA Grade 2 - (Portfolio developed in grade 2) <input type="checkbox"/> Reading NECAP Grades 3, 4, 5, 6, 7, 8, & 11 – (Portfolio developed in grades 2, 3, 4, 5, 6, 7, & 10) <input type="checkbox"/> Math NECAP Grades 3, 4, 5, 6, 7, 8, & 11 – (Portfolio developed in grades 2, 3, 4, 5, 6, 7, & 10) <input type="checkbox"/> Writing NECAP Grades 5, 8 & 11 – (Portfolio developed in grades 4, 7 & 10) <input type="checkbox"/> Science NECAP Grades 4, 8 & 11 – (Portfolio developed in grades 4, 7 & 10)									
The EDUCATIONAL TEAM followed all of the required procedures listed below: (ALL boxes must be checked for AYP approval.) <input type="checkbox"/> The Team decision to use an alternate assessment provided for parent participation and/or input. <input type="checkbox"/> The Team considered, but ruled out, participation in the grade level assessment using appropriate accommodations. <input type="checkbox"/> The decision to use an alternate assessment was based on completion of the Alternate Assessment Learner Profile (attached) and comparison of student achievement levels to the Grade Expectations.									
** (Over) Please complete the reverse side of this form before submitting to the VT-DOE.									

Documentation of Eligibility



Documentation of Eligibility

Page 2

In order for this alternate assessment to be considered for Adequate Yearly Progress (AYP), the following documents are attached:

- ☐ Documentation of Eligibility for the Vermont Alternate Assessment
- ☐ Learner Profile
- ☐ Zone of Proximal Development Finder Worksheet
- ☐ Completed **Documentation of Progress (Baseline)** forms are attached for:
 - ☐ Literacy (grades 2-7 & 10)
 - ☐ Numeracy (grades 2-7 & 10)
 - ☐ Inquiry (grades 4, 7, & 10)
- ☐ One baseline data sample is attached to each of the Documentation of Progress forms being submitted. (These forms and data samples will be kept on file at the DOE and cannot be changed unless approved in advance by the Alternate Assessment Coordinators.)

Return this form and supporting documentation to Nancy Hill, VT Dept. of Ed., 120 State Street, Montpelier, VT 05620-2501 prior to November 15th. For further information, please call 828-3124.



How do I know?

**Vermont Alternate Assessment
Learner Profile
2008-2009**

Citation: Kearns, J., Kleinert, J., & Towles-Reeves, E., (2006) *Learner characteristics inventory*. Lexington KY: University of Kentucky, National Alternate Assessment Center

Substantial portions of this inventory are adapted from the above document. Any changes to the original text are for VT purposes only and should not be interpreted as reflecting the thinking or intentions of the original authors.

Student Name: _____

Grade: _____

IDEIA Disability Label (Check only the student's *primary* handicapping condition)

- ☐ Learning Impairment
- ☐ Multiple Disabilities
- ☐ Autism
- ☐ Speech/Language Impairment
- ☐ Hearing Impairment/Deaf
- ☐ Visual Impairment
- ☐ Traumatic Brain Injury
- ☐ Emotional Disability
- ☐ Deaf/Blind
- ☐ Other Health Impaired
- ☐ Motor Impairment
- ☐ Learning Disabled
- ☐ Developmental Delay
- ☐ Other _____

Home Language
The primary language spoken at home is: (Check only one)

- ☐ English
- ☐ Other _____

Hearing:
(Check one answer that best describes this student.)

- ☐ Hearing is within normal limits
- ☐ Corrected hearing loss within normal limits
- ☐ Hearing loss aided but still with a significant loss
- ☐ Hearing aid present and used
- ☐ Hearing aid present and not used regularly
- ☐ Profound loss, even with aids
- ☐ Other receptive techniques used (e.g., lip reading)
- ☐ Unable to determine functional use of hearing

Learner Profile



Who is Eligible?

Eligibility Questions for the Vermont Alternate Assessment:

- ☐ Due to significant cognitive disabilities, there is a need to limit or prioritize what the student will learn within grade level content.
 - ☐ The student requires systematic instruction, significant modification of content complexity, and extensive supports to access the general curriculum.
 - ☐ The student requires additional systematic instruction in order to maintain and generalize performance of the target skill to other settings, situations and/or applications.
 - ☐ The student has multiple complex disabilities that present him/her from attaining grade level achievement standards, even with the very best instruction.
 - ☐ The Educational Team has determined that this student cannot meaningfully participate in the general NECAP assessment. In order to fairly assess what s/he knows and can do, this student requires an alternate assessment portfolio that measures progress on state grade level standards but at reduced breadth, depth, or complexity.
- ☐ All of the Eligibility Questions are checked, indicating that this student is a candidate for the Vermont Alternate Assessment, pending DOE approval. The Documentation of Eligibility with the attached Learner Profile will be submitted to the DOE by November 15th.

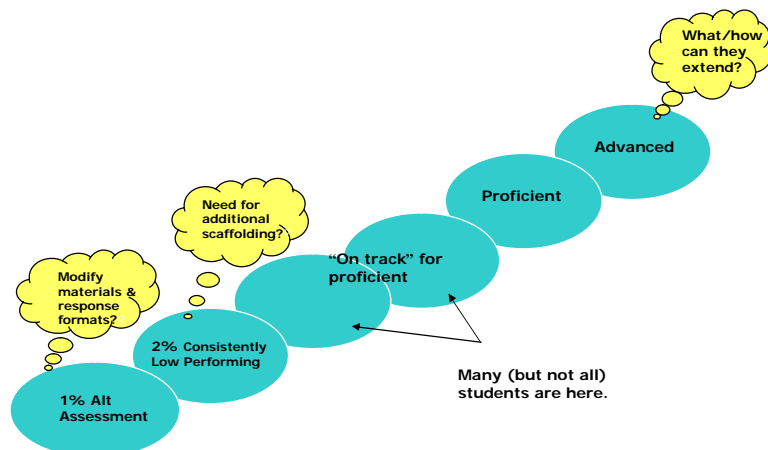


Zone of Proximal Development

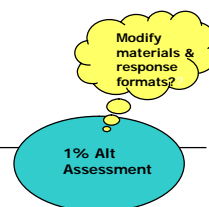
- The range of potential that each person has for learning with the support of a vested and knowledgeable adult (and/or more capable peers...)
- Accurate baseline + adult/peer intervention and support in the core learning progressions = achievement gains in the general curriculum



Core Standard Learning Progressions



Core Standard Learning Progressions



- "...descriptions of the successively more sophisticated ways of thinking about an idea that follow one another as students learn."
- "...descriptions of skills, understandings, and knowledge in the sequence in which they typically develop.
- "...articulation of progress as a *continuum* of learning





Learning Progressions

Reading/Literacy



Learning Progressions

Math/Numeracy



Learning Progressions

Science/Inquiry



Zone of Proximal Development Finder Worksheet Vermont Alternate Assessment

Student Name: _____

Grade Cluster: ☐ (2-5) Elementary ☐ (6-8) Middle ☐ (9-12) High

Step 1: Content Area: ☐ Reading ☐ Math

Step 2: AA Core Standard: Code: _____

Instructional Focus

Step 3: AA Grade Cluster Expectation: Code: _____

Step 4a: Baseline Probe(s): (Must be *at least one* included)

Probe #	1	2	3
Accuracy Level			
Level of Support			

FP=Full Prompt, PP=Partial Prompt, M=Model, VP=Verbal Prompt, I=Independent

Step 4b: Student Learning Progression Target: Code: _____

Description: _____

Step 5: Annual Assessment Goal Statement: (Must include description of conditions, target behavior & criteria for success. Be specific.)

Is this an existing IEP goal?

(Note: Assessment goals are *not* required to be documented in the IEP)

☐ Yes ☐ No

ZPD Finder
Worksheet



Alternate Assessment Rollout Training: PowerPoint Presentation

Literacy Sample



Science Declaration Coversheet			
Student: _____		Grade: _____	
Science Domain	Inquiry Standard	Inquiry/Investigation	
1. <input type="checkbox"/> Life <input type="checkbox"/> Physical <input type="checkbox"/> Earth/Space	2A	Participation (Questioning + Planning) <i>What is the intended topic area for the grade level classroom investigation?</i>	
	2B		
		2C	Conducting (Collecting Data) <i>What is the modified focus (Learning progression target) for the student?</i>
		2D	Developing Explanations (Communicating Results) <i>How will the student present/communicate results?</i>
2. <input type="checkbox"/> Life <input type="checkbox"/> Physical <input type="checkbox"/> Earth/Space	2A	Participation (Questioning + Planning) <i>What is the intended topic area for the grade level classroom investigation?</i>	
	2B		
		2C	Conducting (Collecting Data) <i>What is the modified focus (Learning progression target) for the student?</i>
		2D	Developing Explanations (Communicating Results) <i>How will the student present/communicate results?</i>
3. <input type="checkbox"/> Life <input type="checkbox"/> Physical <input type="checkbox"/> Earth/Space	2A	Participation (Questioning + Planning) <i>What is the intended topic area for the grade level classroom investigation?</i>	
	2B		
		2C	Conducting (Collecting Data) <i>What is the modified focus (Learning progression target) for the student?</i>
		2D	Developing Explanations (Communicating Results) <i>How will the student present/communicate results?</i>

Science
Declaration
Coversheet
(ZPD Finder equivalent)



Science Sample



Declaration Coversheet

DECLARATION COVERSHEET

Student name: _____
School: _____ Current Grade: _____
Date of Birth: _____ Age: _____ Gender: _____
Primary Disability: _____
Case Manager: _____ Phone: _____ Extension: _____
Email: _____

The Student Learning Progression targets to be declared by November 15th and assessed across the school year were chosen by:

- ☐ The student's planning team, including parent participation/input
- ☐ The student's planning team, informing the parent of the decision
- ☐ The case manager/team leader

Completed Documentation of Progress (Baseline) forms are attached for:

- ☐ Literacy (grades 2-3 & 10)
- ☐ Numeracy (grades 2-3 & 10)
- ☐ Inquiry (grades 4, 7, & 10)

☐ One baseline data sample is attached to each of the Documentation of Progress forms being submitted. (These forms and data samples will be kept on file at the DOE and cannot be changed unless approved in advance by the Alternate Assessment Coordinator.)



Second Section

Submission Documentation



Submission Documentation

- Midline Data Sample Analysis
- Endline Data Sample Analysis
- Narrative Letter
- Principal Agreement
- Local Score



a

Bill Jones
Main Street Middle School
123 Main Street
Mainsville, VT 09876

May 1, 2005

Dear Scorer,

I have included this letter in Tom's portfolio so that you would be aware of some of the special circumstances that have affected his participation in his individualized program this year. Although the team believes strongly that this program is both appropriate and realistic for him under normal circumstances, his progress this year has been dramatically restricted by events that were not directly anticipated.

As you will note in the first section (Present Levels of Education Performance) of Tom's IEP, his behavior and related medication protocol have been areas of on-going concern for the educational teams responsible for helping him. However, Tom's transition to middle school has been far more difficult for him than predicted. As a result, the team and his physician responded in October with a new medication trial that the team hoped would allow him to be more available for learning. Unfortunately, it was not until mid-December that Tom's behavior stabilized, and he was able to focus and sustain attention for periods longer than ten minutes. From a practical point of view, the work done just prior to the holiday break represents the baseline data for the program.

Please note that, while there is certainly a significant amount of variability in his performance since the holiday break, the results in May do reflect a measure of progress seen both at home and in several school related environments, including a field trip to the community.

I hope you will consider these extenuating circumstances in evaluating Tom's progress. The team has worked hard to support this student in a very difficult year, and we believe that the latter part of the year is convincing evidence of both Tom's resilience and his genuine gains in functional skills as a result of his program.

Sincerely,

Bill Jones

Narrative Letter

- New student moved in
- New IEP/changed goals
- Learning outcome changed
- Medical issues
- Staff changes
- Behavioral interferences



2008-2009 Scoring Rubric

Scoring Elements	No Evidence	Level 1	Level 2	Level 3	Level 4
Task Challenge (TC) The extent to which the student demonstrates progress by acquiring new skills, extending previous skills, or sustaining skills under special circumstances across the entire school year.	There is no evidence that the student participates in learning tasks. or Learning tasks are not standard based.	The student is working on learning tasks that are substantially below the academic/cultural expectations for the student's designated grade cluster.	The student is working on learning tasks that partially meet the academic/cultural expectations for the student's designated grade cluster.	The student is working on learning tasks that meet the academic/cultural expectations for the student's designated grade cluster.	The student is working on learning tasks that exceed the academic/cultural expectations for the student's designated grade cluster.
Development of Skills (SK) The extent to which the student demonstrates progress by acquiring new skills, extending previous skills, or sustaining skills under special circumstances across the entire school year.	There are an insufficient number of valid data samples to determine student skill development. or The data samples are not able to be interpreted. or There is no clear evidence of any student progress. or There is a regression of skills without explanation of extenuating circumstances.	Student skill development is evidenced in at least 3 valid data samples spanning 1 data collection period. and There is a written analysis/interpretation of student progress referencing a baseline, midline and endline data sample.	Student skill development is evidenced in at least 5 valid data samples spanning 2 data collection periods. and There is a written analysis/interpretation of student progress referencing a baseline, midline and endline data sample.	Student skill development is evidenced in at least 6 valid data samples spanning all 3 data collection periods (1,3,5). and There is a written analysis/interpretation of student progress referencing a baseline, midline and endline data sample in each of the data collection periods.	Student skill development is evidenced in at least 10 valid data samples spanning all 3 data collection periods. and There is a written analysis/interpretation of student progress referencing a baseline, midline and endline data sample in each of the data collection periods. and There is a separate, at a glance summary which represents the submitted data samples.
Performance Level (PL) The extent to which the student accurately completes the learning tasks or the amount of progress demonstrated across the school year points above baseline.	Student completes learning tasks with 0-39% accuracy. or There is no clear evidence of improvement in student performance over the course of the year.	Student completes learning tasks with 40-54% accuracy. or Student improves performance by 15-24% across the school year.	Student completes learning tasks with 55-69% accuracy. or Student improves performance by 25-49% across the school year.	Student completes learning tasks with 70-84% accuracy. or Student improves performance by 50-74% across the school year.	Student completes learning tasks with 85-100% accuracy. or Student improves performance by 75% across the school year.
Level of Support (LOS) The extent to which the student performs the target skill(s) with increasing independence.	Student performs skill only with full physical support. or There is insufficient evidence to determine level of support.	The student performs the target skill with a consistent support below the full physical level.	Student performs the target skill with an explicit reduction in the level of support across the year.	Student performs the target skill with a minimum of external support by the end of the year.	Student independently performs target skill by the end of the year.
Maintenance (M) The extent to which the student performs the target skill(s) with consistency over time.	There is no clear evidence of improvement in the student's performance in the target skill.	Student performance of the target skill is somewhat consistent and predictable.	Student performance of the target skill is consistent and predictable to be uneven.	Student performance of the target skill is generally consistent and predictable by the end of the year.	Student performance of the target skill is consistent and predictable for an extended period of time.
Generalization (G) The extent to which the student performs the target skill(s) in an ever-increasing range of settings, situations, and/or applications in multiple observations.	There is no clear evidence of emerging skills in any environment.	Student performance of the target skill occurs only in a single setting.	Student performance of the target skill is apparent in at least 2 observations in a single setting. or It occurs in at least 2 distinct settings/situations/applications in a single observation.	Student performance of the target skill is apparent to at least 2 observations in a single setting. and It occurs in 3 or more diverse settings/situations/applications with a variety of people including other peers without disabilities.	Student performance of the target skill is apparent to 2 or more observations. and It occurs in 3 or more diverse settings/situations/applications with a variety of people including other peers without disabilities.



Scoring Elements

Scoring Elements	
Task Challenge (TC)	The extent to which the student instruction represents the highest level of appropriate academic and cultural complexity.
Development of Skills (SK)	The extent to which the student demonstrates progress by acquiring new skills, extending previous skills, or sustaining skills under special circumstances across the entire school year.
Performance Level (PL)	The extent to which the student accurately completes the learning tasks or the amount of progress demonstrated across the school year (points above/below/below/below).
Level of Support (LOS)	The extent to which the student performs the target ability with increasing independence.
Maintenance (M)	The extent to which the student performs the target ability with consistency over time.
Generalization (G)	The extent to which the student performs the target ability in an ever-increasing variety of settings, situations, and/or applications to multiple domains/topics.

Task Challenge

Development of Skills

Performance Level

Level of Support

Maintenance

Generalization



Task Challenge

The extent to which student instruction represents the highest level of appropriate academic and cultural complexity.




Vermont Alternate Assessment Task Challenge Values Table

DRAFT
9.12.08

Cultural Complexity

		Insufficient evidence to determine level of participation in the learning environment or There is no measurable academic annual goal	Materials, activities, and context are clearly NOT age appropriate for the student	Materials, activities, and context are generally age appropriate & Instruction occurs exclusively in separate 1:1 settings	Materials, activities, and context are generally age appropriate & Instruction occurs in separate small group settings with other SWD	Materials, activities, and context are generally age appropriate & Instruction occurs in separate small group settings that include peers without disabilities	Materials, activities, and context are generally age appropriate & Instruction occurs within the general education classes	Materials, activities, and context are generally age appropriate & Instruction is fully integrated in the general education classroom or community
Academic Complexity	Core Standard Matches AA Grade Cluster Expectation							
	Core Standard Near AA Grade Cluster Expectation							
	Core Standard Far AA Grade Cluster Expectation							
	Vital Results Basic Application							
	Non-Standards based Learning							

Task Challenge Values Table

 VERMONT
DEPARTMENT OF EDUCATION

Task Challenge Values Table



Development of Skills

The extent to which the student demonstrates progress by acquiring new skills, extending previous skills or sustaining skills under special circumstances across the entire school year.

- It's all about student progress across all three data collection periods.

Baseline

Aug 15-Oct 31

Midline

Nov 1-Mar 31

Endline

Apr 1-June 1

- Must have at least 6 valid data samples for each learning progression
- Allowance for students enrolled after the start of year



What is a Data Sample?

- Submitted evidence is 'raw' Primary or Secondary data (including date, collector/rater, location, level of support)
 - Actual student work
 - Actual observation record/checklist
- Stated Observable Measurable Behavior is directly linked to AA Core Standards
- Data collected is related directly to the observable behavior
- Evaluation is focused on progress, not just implementation
- Specific samples are referenced directly in the Data Sample Analysis section



Evidence

- *Primary* evidence is defined as sources of documentation closest to actual student performance. These include selected daily work samples, independent test performances, annotated video or audiotape, or other permanent products.
- *Secondary* sources such as rubrics, anecdotal notes specific to the observable behavior, observation records or checklists can also be regarded as appropriate for outcomes for which the evaluation procedures cannot readily generate primary evidence.



Annotation of Data

- Student name
- Date
- Instructional setting (and peers?)
- Level of support
- Collector/rater
- Accuracy/Performance Level

NOT VALID without annotation



Performance Level

The extent to which the student accurately completes the learning skills *or* the amount of progress demonstrated across the school year (points above baseline.)





Level of Support

The extent to which the student performs the target skill(s) with increasing independence.



Maintenance

The extent to which the student performs the target skill(s) with consistency over time.



Generalization

The extent to which the student performs the target skill(s) in an ever increasing variety of settings, situations and/or applications to multiple observers/raters.



Contact Us

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University of Vermont
Center on Disability and Community Inclusion
Mann Hall - 3rd Floor
208 Colchester Avenue
Burlington, VT 05405-1757
802.656.4031 (office) 802.656-8499 (TTY)
www.uvm.edu/~cdci/



To summarize (Next right step):

- Ask the question, “To what extent is the AA the most appropriate choice for the student?”
- Create conversations with the general education teachers.
- Establish assessment goals for the student
- Make sure to collect baseline data before Oct. 31
- Complete the application process by November 15th.



What will the DOE do?

- Convene a team of special educators to review applications
- Develop a bank of resources for goal writing and related instructional focus activities
- ?????????

